

# Teaching-Learning Paradox: A Comparative Analysis of Three Methods of Teaching Social Studies in Nigerian Secondary Schools

Uche Ken Emoefe Ekiugbo<sup>1</sup> 

<sup>1</sup>Senior Lecturer, Department of Social Science Education, Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti, Ekiti State, Nigeria.  
Correspondence: [ekiugbo.uche@bouesti.edu.ng](mailto:ekiugbo.uche@bouesti.edu.ng)<sup>1</sup>

## ABSTRACT

**Aim of the Study:** This study examined the effects of using three innovative methods, presumably better than the traditional method of teaching Social Studies on secondary school students' achievement and attitude to Social Studies. The immediate focus of this investigation has also been on the gender issue in terms of student achievement and attitudes. The aim of this study was to figure out how robust and potent or otherwise of the story telling, inquiry and guided discovery methods regarded as innovative methods as against the lecture method of teaching subject.

**Methodology:** The study chose a quasi-experiment research design for the prepost-test control group. All junior high school class 1 students in Ekiti and Ondo State made up the study's population. The sample consisted of 240 pupils drawn from eight coeducational schools located in the two states. A random sample of thirty pupils, fifteen males and fifteen girls, from each school was used to choose the chosen schools. There were two primary instruments used. Both the Social Studies Attitude Scale and the Social Studies Achievement Test were applied. All instruments were given content and face validity. For the instruments a test retesting method has been chosen, and an inefficient reliability of 0.70 and 0.72 respectively has been obtained.

**Findings:** The findings demonstrated a statistically significant variation in student accomplishment across the guided discovery, narrative, and inquiry experimental groups; the control group, which used the lecture approach and produced the lowest results, was next. The results also indicate that the mean scores on the attitude scale are not significantly different between the pretest and posttest tests.

**Conclusion:** It was concluded that teachers of social sciences in Nigeria's secondary schools should be greatly encouraged to use innovation methods for the training of pupils.

**Keywords:** Teaching, Learning, Methods of Teaching, Social Studies, Nigeria.

## Article History

Received:  
February 28, 2024

Revised:  
March 26, 2024

Accepted:  
April 28, 2024

Published:  
May 05, 2024

## Introduction

Social studies are concerned with the interaction of humans with their environment. This is about the reciprocal relationship between man and the various aspects of the environment. In pursuit of a comfortable, orderly and more meaningful life, human beings encounter problems and challenges as they interact with the physical and social environment (Odudele, 2023).

In his social economic life, man continues to find solutions to problems and issues. It is envisaged that, through social studies, human beings would be adequately informed of these issues and concerns. Thus, to help learners, social studies training is a universal goal acquire relevant knowledge, attitudes, values and practical skills so as to enable them to adapt to a constantly evolving environment in which they are living. In view of these objectives, in order to provide an active learning environment for Nigeria's children and young people, Social Studies has been incorporated into the national curriculum at Primary and Junior Secondary School levels. The programme is to develop good citizens and patriots among the youth of Nigeria. In fact, for a number of years there has been no success in teaching the values of good citizenship to young people through social studies programmes at school. Youths are highly aware of the concept and facts of social studies, but they do not have expected societal values, attitudes or behavior that make them a socially responsible citizen. This deficiency is assumed to be caused by the way in which students are taught and trained at school.

Johnson (2002) argues that all humans are capable of thinking, learning, behaving and developing cognitive, social, physical, emotional or mental abilities. Also, to determine who they are, what they think, feel and believe; construct, test, confirm, revive and apply multiple concepts of different identities. What they are going to do, what kind of decisions are made in specific ways and how they feel about themselves, their abilities, their personalities around the globe.

Argote (2002) pointed out that no modern society is selfsufficient in its development process, which explains why it is important to understand the relationship between a society and other world communities. Experience shows that we don't have enough of them because we want so many things, and they're causing problems in society. Modern development is only possible through science and technology, which requires commitment, diligence, a strong sense of teamwork, discipline, and responsibility. These qualities are all based on positive attitudes toward life in general, which are qualities that students can develop through a social studies education if the subject is taught well.

According to Odudele and Ayegunle (2024), citizens need to be able to correct their views of the country's needs and are required to possess a strong sense of national pride and commitment, so that they can have an improved attitude. These are required aspects of social studies education and the needed mechanism to achieve this may be employ the use of analysis using appropriate methods, techniques and strategies. In turn, this will give rise to a quality of character, an appropriate and correct attitude for dealing with society's problems in the course of time.

In social studies classes, Ekiugbo (2021) from the findings of a research on good governance in Nigeria using social studies template, that students are confronted with questions about the wonders and excitement of mankind in the world. He maintained that one of the cardinal objectives of social studies is to teach students the skills of knowledge, intelligence, civil understanding and disposition towards and democratic values which are necessary for the individual to function effectively in a society. To him, he opined that Social studies instructional knowledge should help teachers assumed their roles as responsible citizens and an active contributor to a society that is increasing diverse and interdependent with other nations of the world, such as Nigeria.

In Nigeria today, it appears that social studies teachers are not positively disposed to the subject because of the training especially for these who are brought in to teach the subject but not experts, they are not sufficiently aware of the need to draw a link between knowledge, attitude and skill. The right method and pedagogical climate are equally important to the teaching situation, although the teacher factor is

important. It may be very important to use a teaching method, because it might encourage or hinder learning. This may result in lack of initiative and curiosity, which could make it difficult for people to rely upon themselves or survive. Also, it promotes the use of mental activities as a basis for social power.

Famuyide, 2005, blaming the apparent lack of interest in social studies as a school subject on the placement and final examination. He argued that if we don't get the right teaching method and the right kind of teacher, even the best curriculum and syllabus is not going to be able to survive. The method is the means by which we reach our final destination. The method is the most important link in the entire learning chain, which results in value, and the middle link, which connects in an objective or organic way, is the goal and purpose. The quality of results is determined by the method used.

Social Studies instruction at the secondary and primary school levels has been conducted using traditional teaching methods, according to Njoku (2018). In a recent study, Ekiugbo (2020) charged that teachers were utilizing improper teaching strategies, such as lecturing, dictation, and copying, for a course that calls for interactive tactics in a social setting in order to foster and maintain positive attitudes, values, and social skills. Osakwe (2007) argued that most social studies teachers seldom give challenging tasks that can enhance creative thinking and imaginations in students and where students are not given the opportunity to become independent and critical thinkers they may not be able to face challenging tasks that demands the use of creative thinking and imaginations in the students.

The secondary and primary schools level are the worst hit by this. Adamu (2018) observed that at the secondary school level, social studies teachers out of inexperience, faulty foundation and area of specialization use methods that appeal to their concern and interest. According to him, the methods used by them could make students rich in knowledge of social studies and concepts and facts but lacking a sense of societal values, attitudes and behaviour that are supposed to be socially responsible.

It has been demonstrated that teachers of social studies at this level focus only on available learning materials provided by schools, tests and written assignments for the purpose of measuring their achievement. In Nigeria, the majority of primary school teaching methods are those involving mostly teachers starting and running their own activities. If appropriate pedagogical knowledge is missing or insufficient, teachers often paraphrase information from social studies textbooks and give explanations that are not relevant to the students. The result according to Osalusi (2012) is that children inquire wrong attitudes and habits so that they scorn manual labour, detest hard work and virtues of honesty, peace and integrity as it is in witnessed in Nigeria today. Patriotism is absent and good citizenship is almost becoming a thing of the past in modern day Nigeria.

Teachers, who use mainly traditional methods of teaching, have neglected social studies in particular at the junior and high school level. In view of recent changes around the world and in countries, schools are no longer just required to provide pupils with an essential knowledge of a social studies context but also high levels of cognitive competences like problem solving or reasoning. All of which allow for self-development and continuous learning and ICT skills.

Most methods used by those teachers are teacher centred. This is the Missionary approach where the teacher does all the talking and the learners do the listening. The Missionary in these days knew all the problems and had all the answers. No one dare questions them. He is the philosopher and the all-knowing. The teacher in this setting creates a scene in which the learners are mere spectators, listening and not heard. They receive knowledge swallow up the idea of the teacher without question and feedback. In the new approach to learning, the pupil is taken into consideration. The learner is allowed with some degree of freedom to initiate and complete learning with minimal teacher interference (Odudele, 2020). Opportunities should be provided for learners to acquire knowledge and skills, it is a process of knowledge construction with minimal help from the teachers. In the form of prompts, hints, suggestions and tasks that learners do not perform, this help may also be provided.

This research is intended to test other innovative techniques in order to increase the quality of education at primary school level. Storytelling, inquiry and guided discovery methods which are frequently neglected by teachers of Social Studies at Secondary School level have been selected for the purpose of this research.

### ***Methods of Teaching Social Studies in Secondary School (Current Trends)***

In the teaching of concepts and principles of social studies, there is no single strategy that can be applied. Therefore, it is widely held that multiple strategies could be used to teach a specific Social Studies concept and principle. Support should also be given to teachers of social studies to use their resourcefulness and training to complement any strategy they adopt. Some of the methods recommended by scholars are:

- 1) Inquiry
- 2) Guided discovery
- 3) Concept Mapping
- 4) Games
- 5) Story telling
- 6) Discussion
- 7) Role play and
- 8) Debate etc.

The research made use of three methods above in order to find out which of them would appeals more to the interest of the learners and there better facilitated performance and better attitudes among students in the secondary schools. Story telling method is very appropriate for passing across cherished and acceptable cultural values to the young ones. It is also used to develop good attitudes as well as discourage unwanted behaviours. It is most effectively used at the lower primary classes. Story telling is presenting words from history or the culture of a people with a view to moulding the behaviours of young ones. If well presented, the story telling method arrest the interest and attention of pupils and guides their behaviours in an acceptable way in the secondary school. This method can be used to introduce a lesson and to establish a cognitive set among the pupils

The methods of inquiry allow the learner to combine the search for knowledge in a systematic and logical way. It promotes the independence of thinking and self-reliance. The teacher's acting as a guide, he won't give an answer. Asking for information about something is the investigation of something. This method is developing pupils' ability to observe, explore and question. It's useful if used correctly, though it might take some time.

The method is very appropriate for the introduction of concepts into Social Studies through guided discovery, as it allows pupils to develop their thinking and decision making abilities. In guided discovery the answer in the problem is already known to the teacher, but he wants the pupils to discover it. The teacher uses these three steps in guided discovery (i) listing the objects or activities to be grouped (ii) Grouping of these objects or activities (iii) and categorization of the objects or activities.

Research into teaching methods in relation to old or school subject especially the sciences, is fairly extensive. A cursory look at the available reports would however reveal that only little evidence, if any exists to date in support of the claim about superiority of one method over the other. Research in innovative methods like inquiry, problem solving, program instruction, laboratory and mediated instruction which has remained popular can also be said to be inconclusive. While researchers like Okeke (2018) and Egumeru (2016) found no significant differences in the cognitive outcomes of groups taught through new and conventional methods, the reports of Ekiugbo (2015) pointed in the opposite direction.

Like in the case of teaching methods, numerous studies have been conducted in the relationship between attitude and learning. Onome (2019) from the reports of her study indicated that students who possessed positive attitude towards social studies subject achieved occasionally better than those with negative attitude, while Bello (1985) did not find a significant difference in the past test problem solving attitude score of her four treatment groups.

Research findings in sex differences and human learning under different teaching-learning situations are yet inconclusive. Whereas Macoby and Jaeline as reported by Famuyide (2015) emphasized gender variation in three cognitive activities, Nwagwu as reported by Njoku (2012) concluded that gender difference is negligible.

Against this background, the impact of using storytelling, inquiry and guided discovery methods in teaching social studies to secondary school students on achievement and attitudes has been investigated by a researcher.

### ***Statement of the Problem***

Social studies are concerned with man's perceptions of the environment. The reciprocal relationship between man and the various aspects of the environment is covered. In his effort to achieve a comfortable, orderly and more meaningful life, human beings face problems and challenges in interaction with the personal and social environments. In his social economic life, man continues to find solutions to problems and issues that arise.

By design, social studies are supposed to have equipped man with enough knowledge to address societal concerns and difficulties. Thus, the goal of social studies education is to assist students in acquiring the values, information, and abilities they need to be able to adjust to a changing living environment.

In view of these objectives, social studies has been designed and introduced into the national curriculum for primary and secondary education to provide children and young people in Nigeria with a functional educational background. In Nigeria, the programme is intended to produce good citizens and patriots among young people.

In fact, for some years there has been no success in achieving the objectives of good citizenship among young people by means of school curricula on Social Studies. Young people are very well aware of the concept and facts associated with Social Studies, but they do not have anticipated societal values, attitudes or behaviors that make them responsible citizens. The way in which students are taught and learned at school is assumed to be a cause of this deficiency. As demonstrated by experience, the teaching of social studies at primary and secondary school level is based on the traditional method of teaching, such as the lecture method of dictation and note taking, which is not interactive. It is quite clear that social studies are not adequately represented in placements and final examinations. They are blaming the teacher for it. Consequently, the teacher is accused of using inappropriate teaching methods for a programme which requires interactive techniques in an environment conducive to their use. In order to assess the impact of these methods on the achievement and attitude of secondary school students, the researcher aims to use three new innovative methods of teaching the subject at the secondary level, which are considered to be better alternatives.

### ***Purpose of the Study***

The effects of cognitive and affective four methods on social studies teaching at secondary school level were investigated in this study. As opposed to the lecture method recommended by scholars, these methods are storytelling, inquiry guided discovery, which is considered to be a new innovative method of teaching the subject. The study has identified which methods have been more successful in improving student achievement and a more positive attitude towards social studies. It's been looking at the achievement and attitude of boys and girls. The study, all designed to improve the teaching situation at

secondary school level, investigated the potential interaction between gender and students' performance in Social Studies.

### ***Research Hypotheses***

At a level of significance of 0.05, these hypotheses have been formulated and investigated.

1. These hypotheses have been developed and investigated at a level of significance of 0.05).
2. In the experimental and control groups, there is no substantial difference in average scores for students attesting after testing.
3. There is no significant impact between the attitude mean scores of students in the experimental and control groups.
4. There is no significant impact between the attitude mean scores of male and female students in the experimental and control groups.

### **Methodology**

#### ***Research Design***

This study was a quasi-experimental design of pre and post-test, control groups. The use of four groups was made. Three of them were assigned to the experimental group and the other three were assigned to the control group, which included storytelling, inquiry, guided discovery and teaching methods. Before and at the end of treatment, achievement and attitude were measured in both pretest and post-test. The study design indicates that treatment was given to those in group 1, using the story telling method, those in group 2, the inquiry, those in group 3, the Guided Discovery and the 4<sup>th</sup> group, the lecture method.

The teaching method was an independent variable, where the dependent variables were the scores of the subjects in two tests, namely the social studies achievement test SSAT and the social studies attitude scale SSAS. The researcher and experts in the field of tests and measurements have created and validated all these tests. The potential influence of sex as an interviewer variable has been taken into account in the assessment of independent effects on dependent variables.

#### ***Population and Sample Size***

All secondary school students in Ekiti and Osun were included in the study population. The sample for the study consisted of 240 junior secondary school students drawn from the two states drawn above. Four students from each of the Member States were selected by means of a filtered and grouped sample package. The selection of 30 students, 15 boys and 15 girls from the school was also made using systematic random sampling techniques which were used to assign groups into experimental or control groups.

#### ***Research Instrument and Sampling Technique***

Four lesson notes based on the following core areas of social studies were included in the teaching package for this course. This is honesty, patriotism, betrayal and forgiveness. There were 30 multiple choice questions in the instruments designed by the researcher to gather data. The Social Studies Achievement Test (SSAS) was used as pre-test, rearranged and served at achievement test. Pretest and post-test achievement scores for all the groups and for the two instruments were obtained before and at the end of treatment.

#### ***Data Analysis Technique***

The pupils' affective domain was the focus of the social studies attitude scale. 20 items made up the single main section of the Social Studies Attitude Scale Test (SSAST), which was graded on a 4-point Likert scale with SA (strongly agree = 4), A (agree = 3 points), D (disagree = 2 points), and SD (strongly disagree = 1 points). Testing and retesting have been used to determine the instruments' reliability, and

Pearson's product moment correlation analyses have been used to correlate test results. A dependability coefficient of 0.80 has been attained, which is adequate for the research.

Data analysis has been done using inferential statistics. To test the hypotheses, inferential statistics like the t-test, analysis of covariance (ANOVA), and ANCOVA were employed, respectively. When necessary, Scheffe's test and multiple classification analysis (MCA) were used for post-hoc analysis. Every hypothesis was examined at the significance level of 0.05.

## Results Presentation

### *Hypothesis 1:*

The pre-test achievement mean scores of the pupils in the experimental and control groups do not differ statistically. In order to evaluate this hypothesis, pretest mean achievement scores from children in the experimental and control groups were compared using a one-way analysis of variance (ANOVA) with a significance threshold of 0.05.

The following table shows the results.

Table 1: *One way ANOVA showing pretest achievement mean scores of experimental and control groups.*

Source	Ss	Df	Ms	Fcal	Ftab
Between groups	23.979	3	7.993		
Within groups	1655.01	236	7.013	1.140	2.68
Total	1678.996	239			

P>0.05

At the 0.05 level of significance, Table 1 demonstrates that fcal (1.140) is less than ftab (2.60). Adoption of the null hypothesis has occurred. This suggests that there are no appreciable variations between the experimental and control groups' kids' pre-test achievement mean scores.

### *Hypothesis 2:*

The mean student scores or post-test results did not significantly differ between the experimental and control groups. The table below shows the results of one way variance analysis, which used SOLNOVA at 0.05 to determine the significance of the result in order to evaluate hypotheses: Posttest mean scores for students' performance on tests and control groups were compared.

Table 2: *ANCOVA Summary of students' achievement in the groups of experimentation and control.*

Source	SS	Df	MS	f-cal	f-tab
Corrected model	3340.213	4	835.053	75.634	2.37a
Covariance pretest	4.434	1	4434	402	3.84
Group	3339.814	3	1113.271	100.833	2.60
Error	2594.582	235	11.041		
Corrected Total	5934.796	239			
Total	112743.000	240			

p>0.05

At the 0.05 level of significance, Table 2 demonstrates that Fcal (100.833) is bigger than F-tab (2.60). We disprove the false hypothesis. As a result, there is no discernible difference between the test results of the students in the experimental and control groups. Multiple classification analysis (MCA) was used to ascertain how the treatment affected the social studies achievement mean scores of the pupils. The outcome is displayed in Table 3.

Table 3: *Multi classification analysis of students' performance in social studies by treatment Grand Mean 21.10*

Variable category	N	Unadjusted	Eta	Adjusted for Independent covariance	Beta
Story telling	60	5.05		5.06	
Inquiry	60	1.47	.02	1'46	.01
Guided discovery	60	-4.45		-1.45	
Lecture Method	60	-5.08		-5.08	
Multiple R					.008
Multiple R <sup>2</sup>					.000

Table 3 shows that with a grand total of 21.10 student exposed to storytelling method had the highest adjusted mean scores of (26.16 10 +5.06) this is closely followed by inquiry 22.56 (21.10 + 1.46) Guided discovery 19.65 ( 21.10 +(4.45) while the control group which is the lecture method had the least adjusted mean scores of 6.02. (21.1+(- 5.08). This implies that teaching methods enhance students' achievement in social studies.

Hypothesis 3: The attitude mean scores of the students in the experimental and control groups do not differ significantly from one another. Through the use of analysis of covariance (ANCOVA) at the 0.05 level of significance, the average number of students exposed to guided discovery, storytelling inquiry, and the lecture technique (control) were calculated for statistical significance.

Table 4: *ANCOVA showing the attitude of students towards social studies by treatment.*

Source	SS	Df	MS	F-cal	F-tab
Corrected model	17495.528	4	4364.882	25.559	2.37
Covariance pretest	258.449	1	258.449	1.513	3.84
Group	17285.547	3	5761.849	33.740	2.60
Error	40131.68	235	170.774		
Corrected Total	57591.496	239			
Total	840661.000	240			

P > 0.05

At the 0.05 level of significance, Table 4 demonstrates that F-cal (33.740) is bigger than F table 2.60. Since it suggests a substantial difference in the mean scores of students for both the experimental and constant groups of students on the pretest and posttest attitudes, the null hypothesis is rejected.

Hypothesis 4: The attitude mean scores of male and female students in the experimental and control groups do not significantly differ from one another. Analysis of covariance (ANCOVA) was used to compare the mean attitude scores of students in the experimental and control groups for statistical significance at the 0.05 level of significance in order to test the hypothesis. The result is presented below in table 5 below

Table 5: *Testing Null Hypothesis.*

Source	Ss	Df	Ms	Fcal	Ftab
Corrected Model	17902.774	8	2237.847	13.025	1.94
Covariance Pretest	246.112	1	246.112	1.432	3.84
Sex	89.009	1	89.009	0.518	3.84
Group	17283.977	3	5761.326	33.533	2.60
Sex x Group	253.653	3	117.884	0.686	2.60
Error	39688.722	231	171.813		2.60
Corrected Total	.496	239			
Total	840661.000	240			



$P > 0.05$

Table 5 demonstrates that, at the significance level,  $F_{cal}$  (0.686) is less than  $F_{tab}$  (2.60). Since there is no discernible difference between the mean scores of male and female students for attitudes in the experimental and control groups, the null hypothesis is thus accepted. Gender does not significantly affect students' perceptions toward social studies at 0.05. On the other hand, therapy significantly affects students' views about social studies at the 0.05 level.  $F = 33.533$ ,  $p < 0.05$ ).

## Discussion of Findings

The study showed that the highest pretest and post test scores, closely followed by inquiry, guided discovery and final conventional group were obtained in a story telling group with an experimental situation of learners centered. Literature in psychology and Social studies education support active participation is preferable to passive reception of the contents by learners. Students in the group of storytelling, inquiry and guided discovery actively participated in the lessons unlike those in the conventional group. All the methods in the experimental group are known to develop self-confidence and cooperative spirit, creating avenues for self-expression and self-development. In the conventional method, the teacher dominates the scene, assuming the status of one who knows all. This finding give credence to the work of Pandey (1984) and Familugba (2020) whose work underscored the relative superiority of innovative methods like problem solving and inquiry method. The findings run contrary to that of Oduro Mensah (1987) whose report on inquiry/discovery method show that students do not perform better in cognitive areas in Biology. The finding informed Oduro Mensah approval of the use of lecture method, followed by laboratory activities as currently being practice in Nigerian schools.

It might be claimed that even while there is a clear correlation between attitude and knowledge, understanding of a phenomena alone does not guarantee positive or bad effects. It is not surprising that the results of this study are not surprising, given that the literature is divided on this issue. The research findings revealed that teaching method used significantly affected posttest attitude learning outcomes of the sample students. Earlier studies have come up with varied findings. For the findings is at variance with that of Ogunyemi (1993) and Bello (2018), corroborated that of Benedict (1990) and Oghenemaro (2018).

According to the sex hypothesis results, there is generally no discernible difference in the mean scores of male and female students on the pretest and posttest for both the experimental and control groups. The pretest and posttest mean test scores for male and female students in the experimental and control groups did not differ significantly, according to the analysis of covariance. At 0.05 levels, gender does not have a statistically significant effect on student achievement. The finding does not depart from Aiyloagba's conclusion, as mentioned by Awodele (2006), although it supports the work of Bada (2004) and Adeosun (2002).

## Conclusion and Recommendations

In support of the argument that storytelling is superior to inquiring, guided discovery and lecture methods in teaching social studies at secondary school level, some empirical evidence has been obtained from this study. In the social studies classroom it is essential to massively promote its use. Based on the results of this study, the following recommendations have been adopted:

- i Teachers are encouraged to apply new methods of learning in the field, rather than traditional methods.
- ii In order to enhance the vitality of all classroom discussions, it is necessary to encourage participation from students.

## Acknowledgments

I would like to thank Dr. Rotimi Odudele, the Acting Director of External Degree Programmes for his support and sense of responsibility.

## Disclosure Statement

No potential conflict of interest was reported by the author.

## Funding Source

The author received NO funding to conduct this study.

## ORCID's

Uche Ken Emoefe Ekiugbo <sup>1</sup>  <https://orcid.org/0009-0004-4811-7731>

## References

- Adamu, O.O. (2018). Connecting Video Segment to collaboration in learning activities. *Educational Media International*, 27, 151 – 168.
- Argote, O.S. (2002). Effect of Individualized and Discussion Method of Teaching on the Achievement and Attitude of Junior Secondary Students I Literature in Yoruba. An Unpublished M.Ed Dissertation, University of Ibadan.
- Awodele, Y.O. (2006). Three Media Presentation Strategies and Oral Communication Skill of Distance Learner of English Language Lagos State Nigeria. Unpublished Ph.D Thesis, University of Ibadan.
- Bada, T.A. (2004). The Effect of Video Tape Instruction Package Students Program in Textile Design in Selected Secondary in Osun State. *Journal of Arts and Ideal*, 10(11), 58 – 62.
- Bello, O.O. (1982). Problem Solving Instruction and Students Learning Outcome in Secondary School Chemistry. Unpublished Ph.D Dissertation, University of Ibadan.
- Benedict, N. (1990). Effect of Two Types of Media Presentation on the Affective and Psychomotor Performance of Fine Arts Students, *Journal of Studies in Curriculum 1*
- Egumeru, O.O. (2016). An Investigation of Students Centered Teaching, *Journal of Education Research*, 46, 313 – 319.
- Ekiugbo, U.K. (2021). Important Tips of Teaching a Perfect Social Studies Lesson, *Journal of Education, Learning and Development*, 5(1), United Kingdom.
- Familugba, F.O. (2020). A Study of the Relative Effectiveness of Lecture and Directed Discussion Method of Teaching Test and Measurement to Students in Colleges of Education. *Dissertation Abstract International* 16, 77 – 78.
- Famuyide, B.O. (2020). Implementation of Social Studies Curriculum in South Western Nigeria. Unpublished Ph.D Thesis Ekiti State University, Ado-Ekiti.
- Johnson, O.D. (2002). *Health Education in Developing Countries*, London: Nelson.
- Njoku, A.A. (2018). *Teaching Method Across the Curriculum*, Ibadan: Longman.
- Odudele, R. (2020). Child Trafficking as a Modern Day Slavery in Nigeria. *Social Science Education Journal (SOSCED – J)*, 4(2), 31 – 42, Nigeria.

- Odudele, R. (2023) A Sociological Review of Parental Responsibility in Child Character Formation towards Nation Building in Nigeria. *The Progress: A Journal of Multidisciplinary Studies*, 4(3), 30 – 41.
- Odudele, R. and Ayegunle, I.O. (2024) Comte's Positivism: Its Sociological Implications for the Contemporary Study of Religion in Nigeria, *ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)*, 2(1), 32 – 36, India.
- Oduro, M. (1989). Effect of Science Related Attitudes and Teaching Strategy on Achievement in High School Biology. Unpublished Ph.D Thesis, University of Ibadan.
- Oghenemaro, K.O. (2018). *Trends Issues and Challenges in Psychology of Intelligence*, London: Rutledge.
- Ogunyemi, S.A. (1994). Values Clarification as a Method to Teach Population Education. Unpublished Ph.D Thesis, University of Ibadan.
- Okeke, O. (2018). *Teaching, Learning and the Thinker Mind*, Macmillan: Ibadan.
- Onome, S.A. (2019). Use of ICT in Education: A Comparism of Two Teaching Method Problem Solving and Discussion in High School, *Biology Journal of General Education*, 5(2), 20-29.
- Osalusi, M.F. (2011). Relative Effect of Individualistic and Cooperative Learning Strategies on Secondary School Students Achievement in Social Studies. Unpublished Ph.D Thesis, University of Ado-Ekiti.
- Pandey, S.K (1984). An Experimental Comparism of Lecture and Inquiry Method of Teaching Population Education to Tenth Grade Pupils. *Journal on Experimental Education*, 10, 67-79.